

## P00220 TESOL & the Learner

### Rationale

Experienced teachers already have knowledge and experience of learning in the classroom and the differences in learning styles and strategies which are part of language learning. This course provides teachers with an opportunity to articulate their knowledge, update it from a study of current theory and research in second language acquisition, consider how practice derives from principle and reflect on the development of good practice appropriate to their classroom contexts.

### Objectives

By the end of the course, you will be able to:

1. demonstrate a knowledge of a range of current theories of second language acquisition and an understanding of how they might influence second language teaching
2. understand the principles and issues underlying current research related to language learning
3. give an account of language learning processes and strategies;
4. account for individual differences among learners in regard to motivation and attitude, personality factors and cognitive styles;
5. relate learner strategies and communication strategies to the theory and practice of learner training;
6. show an understanding of the main aspects of the concepts of learner autonomy
7. demonstrate an understanding of how learning theories relate to language learning
8. critically reflect on learning experiences and processes, both as teacher and as learner

### Topics

- Theories of Second Language Acquisition
- Critical analysis of current research and studies in SLA and learner differences
- Educational, cultural and constructivist theories of learning
- Learning processes and strategies
- Individual differences
- Learner training and learner autonomy
- Critical reflection on learning processes

### Select Bibliography (core books in bold)

- Benson, P 2001 *Teaching and Researching Autonomy in Language Learning* Harlow: Pearson Education
- Cook, V. 2001 *Second Language Learning and Language Teaching*. London: Edward Arnold
- Dexter, P. and Sheerin, S. 1999 *Learner Independence Worksheets 2*. IATEFL, pp 23 - 40
- Dickinson, L. 1992 *Learner Autonomy 2: Learner Training for Language Learning*. Dublin Authentic
- Dornyei, Z. 1998 Motivation in second and foreign language learning. *Language Teaching* 31/3 July
- Ellis, R. 1990 *Instructed Second Language Acquisition*. Blackwell, pp 174-198
- Ellis, R. 1994 *The Study of Second Language Acquisition*. Oxford: Oxford University Press**
- Gregg, K. 1984 Krashen's Monitor and Occam's Razor. *Applied Linguistics*, 5.2, pp 79-100.
- Krashen, S. 1985 *The Input Hypothesis: issues and implications*. Harlow: Longman, pp 1-32.
- Mitchell, R. and Myles, F. 2004 *Second Language Learning Theories*. (2<sup>nd</sup> ed) London: Edward Arnold**
- Oxford, R. Language Learning Strategies. In R Carter and D Nunan (eds) 2001 *The Cambridge Guide to Teaching English to Speakers of Other Languages* Cambridge: Cambridge University Press
- Skehan, P. 1989 *Individual Differences in Second Language Learning*. London: Edward Arnold
- Wenden, A. 2002 Learner Development in Language Learning. *Applied Linguistics* 23/1: 32-55 Oxford: Oxford University Press
- Zhang, L J Research into Chinese EFL Learner Strategies: Methods, Findings and Instructional Issues *RELC Journal: A Journal of Language Teaching and Research in Southeast Asia* vol. 34/3
- Williams, M. And Burden, R. 1997 *Psychology for Language Teachers*. Cambridge: Cambridge University Press

### Assessment

Course participants will demonstrate an understanding of the issues raised in this course by presenting two written discussions and a reflective learning journal. Each discussion will be equivalent to 1,500 words and the learning journal will be equivalent to 1,000 words. The written papers will discuss the ways in which the content of this course has reinforced, influenced or changed the course participant's ideas about language teaching related to a) SLA and b) learner differences; the reflective learning journal will demonstrate a deeper engagement with issues relating personal learning to professional practice. Balance of marks awarded:

Part 1: 40%; Part 2: 40%; learning journal: 20%